

Race to the Top Panel Review by Applicant



For New Jersey, Phase 2

Selection Criteria	Available	Average Total Score	Average Total Score		ewer '			ewer 2			ewer 3			ewer 4			ewer	
Status		Tier 1	Tier 2	Соп	plete	d/ 	Сот	pleted	#	Com	pleted	d	Com	plete	d —	Сот	plete	dl
				Tier 1	Tier	2	Tier 1	Tier	2	Tier 1	Tier	2	Tier 1	Tier	2	Tier 1	Tier	2
A. State Success Factors	125	92.8	104	108	108		78	106		105	115		99	103		74	88	
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	42	50.6	53	53		36	51		51	61		46	50		24	38	
(i) Articulating comprehensive, coherent reform agenda	5	5	5	5	5		5	5		5	5		5	5		5	5	
(ii) Securing LEA commitment	45	27	33.8	33	33		25	35		33	43		29	33		15	25	
(iii) Translating LEA participation into statewide impact	15	10	11.8	15	15		6	11		13	13		12	12		4	8	
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	24.8	27.4	27	27		15	28		30	30		28	28		24	24	
(i) Ensuring the capacity to implement	20	18	20	20	20		10	20		20	20		20	20		20	20	
(ii) Using broad stakeholder support	10	6.8	7.4	7	7		5	8		10	10		8	8		4	4	
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	26	26	28	28		27	27		24	24		25	25		26	26	
(i) Making progress in each reform area	5	4.8	4.8	5	5		5	5		5	5		5	5		4	4	
(ii) Improving	25	21.2	21.2	23	23		22	22		19	19		20	20		22	22	Г

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(i) Increasing the use of

instructional improvement systems

(ii) Supporting LEAs, schools, and teachers in using instructional improvement systems	6	4.4	5	3	6	3	3	6	6	4	4	6	6	
(iii) Making the data from instructional improvement systems available to researchers	6	3.6	3.6	3	3	3	3	6	6	3	3	3	3	

D. Great Teachers and Leaders	138	122.2	124.4	122	126	123	128	130	130	116	118		120	120	
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	16.6	17.2	18	18	15	16	16	16	16	18		18	18	
(i) Allowing alternative routes to certification	7	5.8	6.4	7	7	6	7	6	6	4	6		6	6	
(ii) Using alternative routes to certification	7	6.4	6.4	7	7	5	5	6	6	7	7		7	7	
(iii) Preparing teachers and principals to fill areas of shortage	7	4.4	4.4	4	4	4	4	4	4	5	5		5	5	
(D)(2) Improving teacher and principal effectiveness based on performance	58	53.2	53.6	53	55	53	53	56	56	53	53		51	51	
(i) Measuring student growth	5	4.2	4.2	5	5	4	4	4	4	4	4	П	4	4	
(ii) Developing evaluation systems	15	14.8	14.8	15	15	15	15	15	15	15	15		14	14	
(iii) Conducting annual evaluations	10	9	9.4	8	10	10	10	9	9	10	10		8	8	
(iv) Using evaluations to inform key decisions	28	25.2	25.2	25	25	24	24	28	28	24	24		25	25	
(D)(3) Ensuring equitable distribution of effective teachers and principals	25	21.6	22	23	23	23	25	24	24	17	17		21	21	

(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	13	13.4	15	15	13	15	14	14	10	10	13	13	
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	8.6	8.6	8	8	10	10	10	10	7	7	8	8	
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	13.2	13.6	12	14	14	14	14	14	12	12	14	14	
(i) Linking student data to credentialing programs and reporting publicly	7	6.8	6.8	7	7	7	7	7	7	6	6	7	7	
(ii) Expanding effective programs	7	6.4	6.8	5	7	7	7	7	7	6	6	7	7	
(D)(5) Providing effective support to teachers and principals	20	17.6	18	16	16	18	20	20	20	18	18	16	16	
(i) Providing effective support	10	8.6	9	8	8	8	10	10	10	9	9	8	8	
(ii) Continuously improving the effectiveness of the support	10	9	9	8	8	10	10	10	10	9	9	8	8	
E. Turning	50	49	49	45	45	50	50	50	50	50	50	50	50	
Around the Lowest- Achieving Schools														
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	10	10	10	10	10	10	10	10	10	10	10	10	

(E)(2) Turning

(i) Identifying

(ii) Turning

around the lowest-achieving

schools

the persistently lowestachieving schools

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around the persistently lowest- achieving schools														
F. General	55	39.4	44.8	41	47	36	44	41	46	38	46	41	41	
(F)(1) Making education funding a priority	10	3.4	3.4	4	4	3	3	3	3	3	3	4	4	
(i) Allocating a consistent percentage of State revenue to education	5	0.2	0.2	0	0	0	0	0	0	0	0	1	1	
(ii) Equitably funding high- poverty schools	5	3.2	3.2	4	4	3	3	3	3	3	3	3	3	
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	32	37.4	32	38	30	38	34	39	32	40	32	32	
(i) Enabling high- performing charter schools "(caps)"	8	8	8	8	8	8	8	8	8	8	8	8	8	
(ii) Authorizing and holding charters accountable for outcomes	8	7.8	7.8	8	8	8	8	7	7	8	8	8	8	
(iii) Equitably funding charter schools	8	8	8	8	8	8	8	8	8	8	8	8	8	
(iv) Providing charter schools with equitable access to facilities	8	7.6	7.6	8	8	6	6	8	8	8	8	8	8	
(v) Enabling LEAs to operate other innovative, autonomous public schools	8	0.6	6	0	6	0	8	3	8	0	8	0	0	
(F)(3) Demonstrating other significant reform conditions	5	4	4	5	5	3	3	4	4	3	3	5	5	
Subtotal (Calculated before determining whether the	485	403.4	422.8	417	430	383	424	433	448	399	413	385	399	

applicant met the Competitive Preference Priority on STEM)														
Competitive Preference Priority 2: Emphasis on STEM	15	0*	15*	15	15	0	15	15	15	0	0	0	0	
Individual Reviewer Score (see individual reviewer technical review forms)	500			432	445	398	439	448	463	399	413	385	399	

Total 500 403.4 437.8

	FINAL**		Revie			Revie	wer 2	Revie	wer 3	Revie	wer 4	Revie	wer 5	
Absolute Priority - Comprehensive Approach to Education Reform	Yes		Yes	Yes		Yes	Yes	Yes	Yes	Yes	Yes	No	No	

^{*} Applicants are eligible for either 0 or 15 points in Competitive Preference Priority 2: Emphasis on STEM. The total awarded to the applicant is not based on an average of individual reviewer scores in this section. Rather, 15 points are added to the applicant's Average Total Score if a majority of reviewers determined that the applicant has met the STEM criteria (indicated by the individual reviewer entering 15 points in that field). If a majority of reviewers award 0 points in this area, 0 points are added to the applicant's Average Total Score.

^{**} The applicant will be determined to have met the absolute priority if the majority of reviewers responded "yes".

